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The Slave's Dream.

Up20me34

Beside the ungathered rice he lay, his sickle in his hand;
His breast was bare, his matted hair was buried in the sand.
Again, in the mist & shadows of sleep, he saw his native land.
Wide through the landscape of his dreams, the lordly Niger ^a
flowed;
Beneath the palm trees on the plain once more a king he stood,
And heard the tinkling caravans ^b descend the mountain road.
Before him, like a blood-red gleam, the bright flamingoes ^c flew,
From morn till night, he followed their flight, o'er
the plains where the tamarind ^d grew,
Till he saw the roofs of Caffre huts, & the ocean rose to
view.

At night he heard the lion roar, & the hyena scream,
And the river-horse, as he crushed the reeds behind some
hidden stream;
And it passed like a glorious roll of drums, through
the triumph of his dream.

~~The fates~~

He did not feel the driver's whip, nor the burning
heat of day;

For death had illumined the land of sleep, & his
lifeless body lay

A worn-out vessel ^e that the soul had broken and thrown
away.

Sonpellow.

^a Niger. A great river flowing through the part of
Africa where the slaves had once been kept.

^b Caravans. Companies of merchants travelling
together for safety.

^c Flamingoes. A large bird of a bright scarlet colour,
with very long neck & legs.

^d Tamarind. A tree which bears delicious fruit.

^e Caffres. An African nation.

North. & D.

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Cornwall

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I have much hope that if the book be advertised & reviewed in educational papers, & brought under the notice of Principals of Ely. Colleges, &c. it may yet answer my original purpose - that something more than the dry bones of geography should be taught in schools - My idea was, to prepare a series of readers which Mr. Chadwick for themselves, ~~but I see~~ as it is, the price necessary price of this book would be prohibitive - but I believe teachers would be glad to consult it - in preparing their geography lessons - it is not easy to find suitable information drawn together in a handy form - as I have ascertained that the need for ~~some~~ ^{something} of the kind is very much felt in all classes of primary schools.

I like the style of the ^{present} ~~present~~ page very much.